

IMPROVING STAFF PERFORMANCE SERIES

Broadcast Part I – Analyzing the Performance Gap

Performance management is a process focused on the success of the organization and the individual. In addition to improving the performance of the court, the supervisor is also accountable for the professional development of individual staff members, maximizing their ability to contribute to the delivery of justice in California.

Performance management is not only about results or outcomes. It is also about behaviors, resources, expectations, clarity and fairness. In this first broadcast we begin with the first critical step of analyzing performance.

Objectives for Part I

- ☐ Describe the relationship between individual and organizational performance
- ☐ Effectively describe desired and current performance
- ☐ Identify the discrepancy between desired and current performance
- ☒ After conducting an analysis, decide whether a performance gap requires resolution

Exercise #1 - Conclusion or Performance Descriptions?

In your groups, identify the following statements as a conclusion (C) or performance descriptions (P).

_____ Tanya is hardworking.

_____ John has poor interpersonal skills.

_____ Giorgio is a punctual employee.

_____ Janet was over 15 minutes late 6 times this month.

_____ Seti shows a lack of respect for self-represented litigants.

_____ Armando is disorganized.

_____ DeShauna tailors her explanation of the filing requirements to the customers' level of understanding.

_____ Max needs a refresher on unlawful detainers.

_____ Wendy doesn't know how to handle an irate customer.

_____ Jo demonstrates excellent analytical skills.

Exercise #2 – Draft Current Performance Descriptions

Referring back to the last exercise, develop accurate, actionable descriptions of Jo, Wendy and John's performance in response to the questions below.

1. What are specific observable behaviors and results that led you to believe that Jo has excellent analytical skills?
2. What are specific observable behaviors or actions and results hat led you to believe that Wendy does not know how to handle an irate customer?
3. What specifically, did you observe that led you to believe that John has poor interpersonal skills?

Exercise #3 – Aligning Goals with Performance

PART ONE – Briefly state your court's goals in the areas of:

Customer Service

Fairness

Access

Exercise continues on next page

PART TWO

(Example) Task/Performance areas to be described	How related to customer service goals? Fairness and Access? Public Trust and Confidence? What are results and behaviors the court needs to experience?	Identify competing priorities. How can they be balanced in describing desired performance?
<u>Work Quality</u> (e.g. timeliness, accuracy, manner in which tasks, including are carried out, including communications)		
<u>Work Quantity</u> (e.g. workload counts, number of customers seen, files handled, cases cleared, etc)		
<u>Responding to Public Inquiries</u> (e.g. legal advice v legal information, accuracy, responding effectively to a diverse customer base)		

Exercise #4 – The Messy Desk

Roger works behind the criminal counter, his desktop is visible to the public. In addition to piles of case files and documents, there are empty Pepsi cans, a dead houseplant and the remains of his last 2 lunches. Roger's co-workers know by now to check with Roger when files turn up missing. Roger left two days ago for a one-week vacation. Yesterday, three files that Roger had been working on could not be located; two of them were needed for delivery to the judge's chambers.

Roger's supervisor has objectively described the current performance as follows:

1. Rogers desk is viewable by the public. While being served at the counter, the public can see debris: (empty soda cans, food wrappers, a dead houseplant) and case files mixed in with other paperwork.
2. Roger signs out case files properly, but does not return them to file storage in the required 48 hours.
3. Without Roger's assistance, co-workers are unable to locate case files believed to be in his area.

☐ How would you describe performance you desire for Rodger? (Be specific, objective and descriptive; include results and behaviors.)

☐ If the current performance continues uncorrected, what impact could it have on t co-workers, customers, and the court??

Exercise #5 – Traffic Clerk

Maggie has worked at the traffic counter for four years. In the last six months you (her supervisor) have received 4 out of the ten customer comment cards that state Maggie “was rude”; “treated me like I am stupid”; “I left upset”; and “was not very helpful”. You have observed that she frequently raises her voice when dealing with customers for whom English is a second language. Another supervisor has reported to you that Maggie treats customers on the phone in a “rude manner”. On two occasions she was seen slamming the phone down. On the other hand, Maggie has always been pleasant and polite in her interactions with you. Her files are maintained accurately, and are up-to date.

- ☐ Describe the current performance at the counter in observable, descriptive terms.

- ☐ What do you want in terms of performance – results and behaviors? Describe the desired performance in observable, descriptive terms.

- ☐ Describe the gap between the current and expected performance:

- ☐ What do you think? Should the performance gap be addressed in some way? Why/Why not?